



Read to be Ready

Teaching Foundational Skills
Through Reading and Writing

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Module 6: Planning, Resources, Materials, and Environment

Objectives

- Explore print-rich environments and analyze how they contribute to learning the foundational skills during shared reading, interactive writing, and word study lessons
- Consider the texts, materials, and resources needed to engage in teaching the foundational skills during shared reading, interactive writing, and word study lessons
- Investigate how resources and manipulatives support students' active exploration of foundational skills

Link to Tennessee English Language Arts Standards

Foundational skills lessons focus on the explicit teaching of **Foundational Literacy**, while incorporating additional **Reading, Writing, and Speaking and Listening Standards** through questioning, discussion, and tasks.

TEAM Connection

- Standards and Objectives
- **Motivating Students**
- Presenting Instructional Content
- **Activities and Materials**
- Teacher Content Knowledge
- Teacher Knowledge of Students



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Planning for Teaching Foundational Skills During Shared Reading

Using Text Characteristics to Plan for Shared Reading

Text Characteristic	Definition
Genre/Forms	The <i>genre</i> refers to the kind of category of text: fiction or nonfiction. Forms refer to the kind of text: e.g., poetry, songs, enlarged picture books, nursery rhymes.
Book and Print Features	The <i>book and print features</i> refer to the physical attributes of a text: e.g., font, layout, length.
Sentence Complexity	<i>Sentence Complexity</i> refers to the complexity of the structure or syntax of a sentence. Addition of phrases and clauses to simple sentences increases complexity.

Using Text Characteristics to Plan for Shared Reading

Text Characteristic	Definition
Language and Literary Features	Language and Literary Features refers to the qualities particular to written language that are qualitatively different from those associated with spoken language: e.g., dialogue, setting, description, mood.
Vocabulary	Vocabulary refers to the meaning of words in a spoken language.
Words	Words refers to the “decode-ability” of words in a text; phonetic and structural features of words.

Planning for Shared Reading

I Had a Loose Tooth

by Lillie D. Chafin

I had a loose tooth,
A wiggly, jiggly loose tooth.
I had a loose tooth,
A-hanging by a thread.

I pulled my loose tooth,
My wiggly, jiggly loose tooth.
Put it 'neath my pillow,
And then I went to bed.

The fairy took my loose tooth,
My wiggly, jiggly loose tooth.
And now I have a quarter,
And a hole in my head.

Planning for Shared Reading

- With a partner, analyze "Fuzzy Little Caterpillar" by considering the following text characteristics:
 - Genre/Form
 - Book and Print Features
 - Sentence Complexity
 - Language and Literary Features
 - Vocabulary
 - Words
- Use *The Fountas & Pinnell Literacy Continuum* and The Tennessee English Language Arts Standards as resources as you analyze the poem.
 - Grade 2 pp. 124-125

Reflection

- How did analyzing the text characteristics along with the original text analysis form help you to plan for teaching foundational skills during shared reading?
- Provide rationales for your thinking.

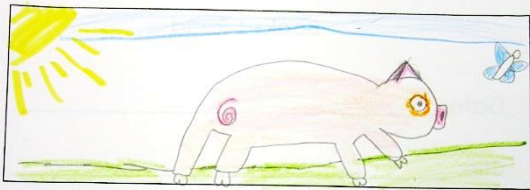
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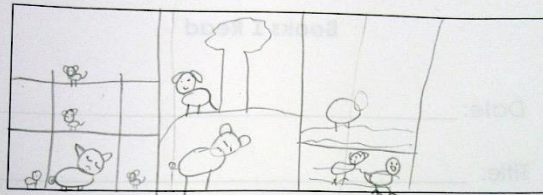
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Planning for Teaching Foundational Skills While Writing

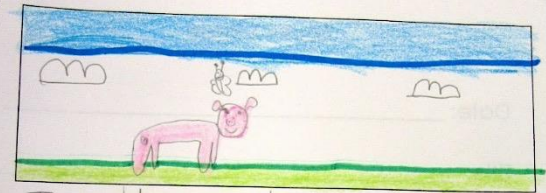
Student Writing Samples



I thik that the
butterfly is in evey pag
because it takaing the pig
evey wer.



I Thik That the pig
folow the butterfly in
evey pag to play with
him.



I thak that the
butterfly is ffoling him
because the almos wad
not Play wiv him.

Reflection

- How did this analysis of student writing reveal opportunities for teaching foundational skills while writing?

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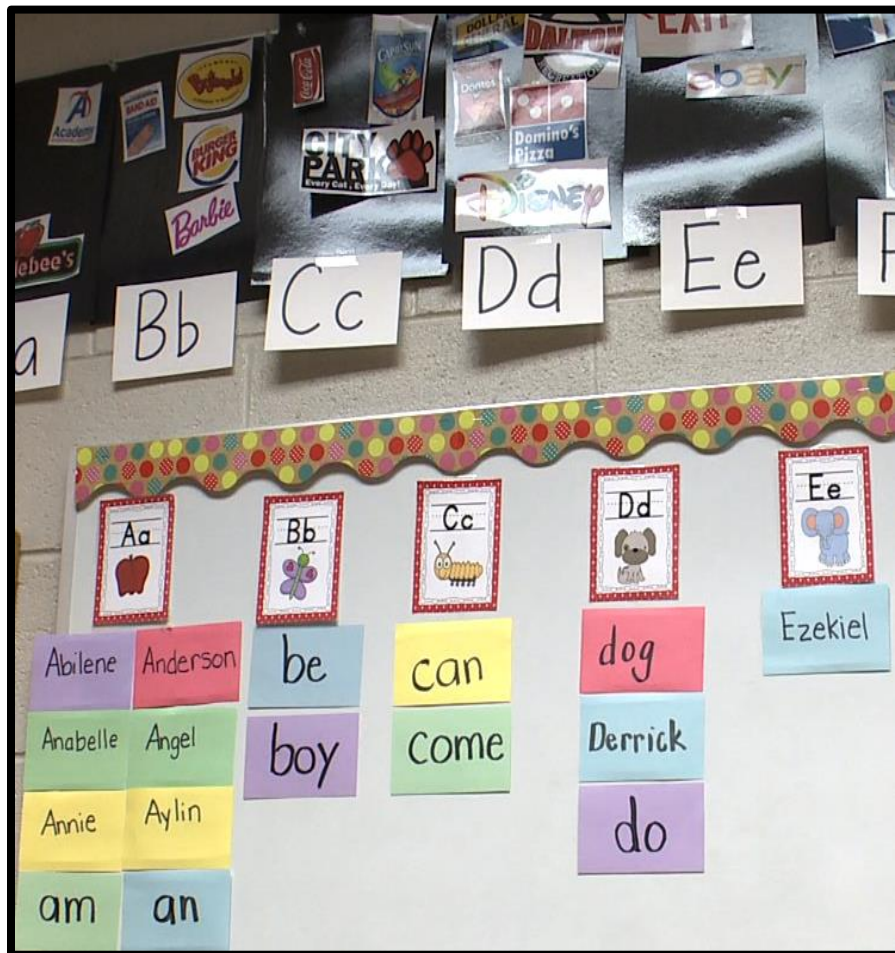
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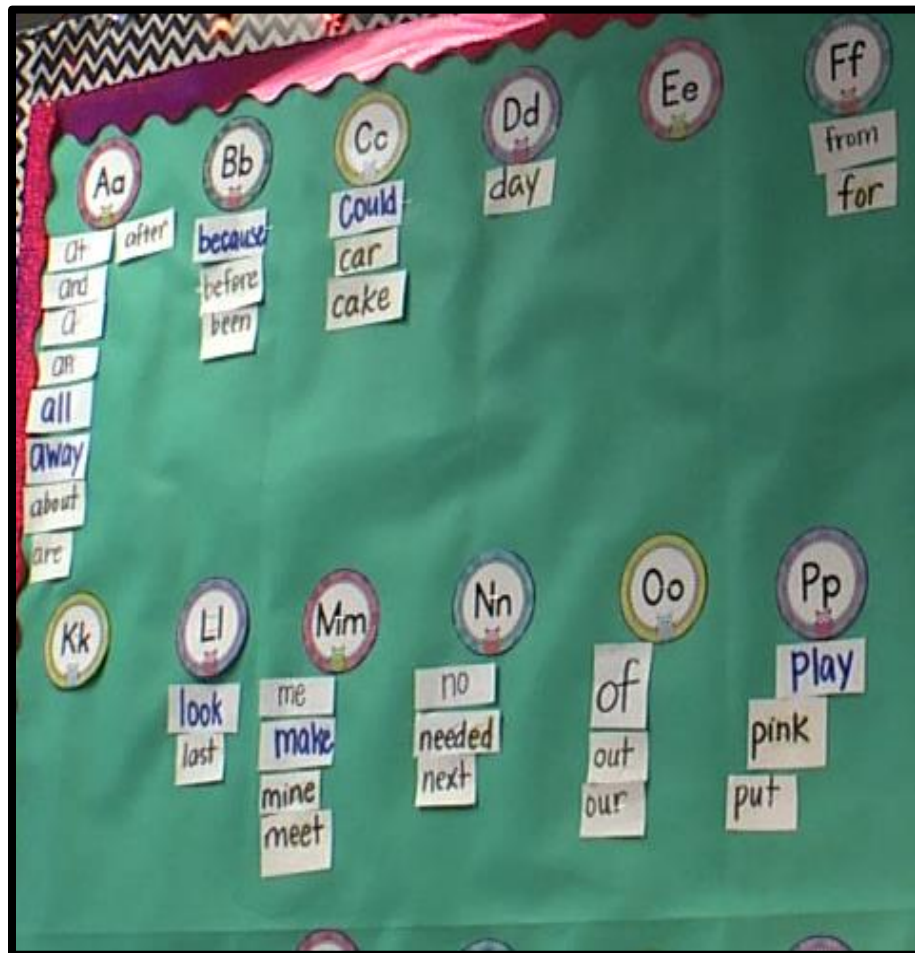
Materials and Resources

Word Walls

Kindergarten



Grade Two



Name Charts
















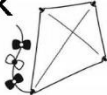








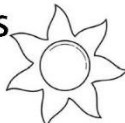
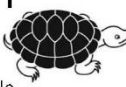







Kindergarten




























Grade One

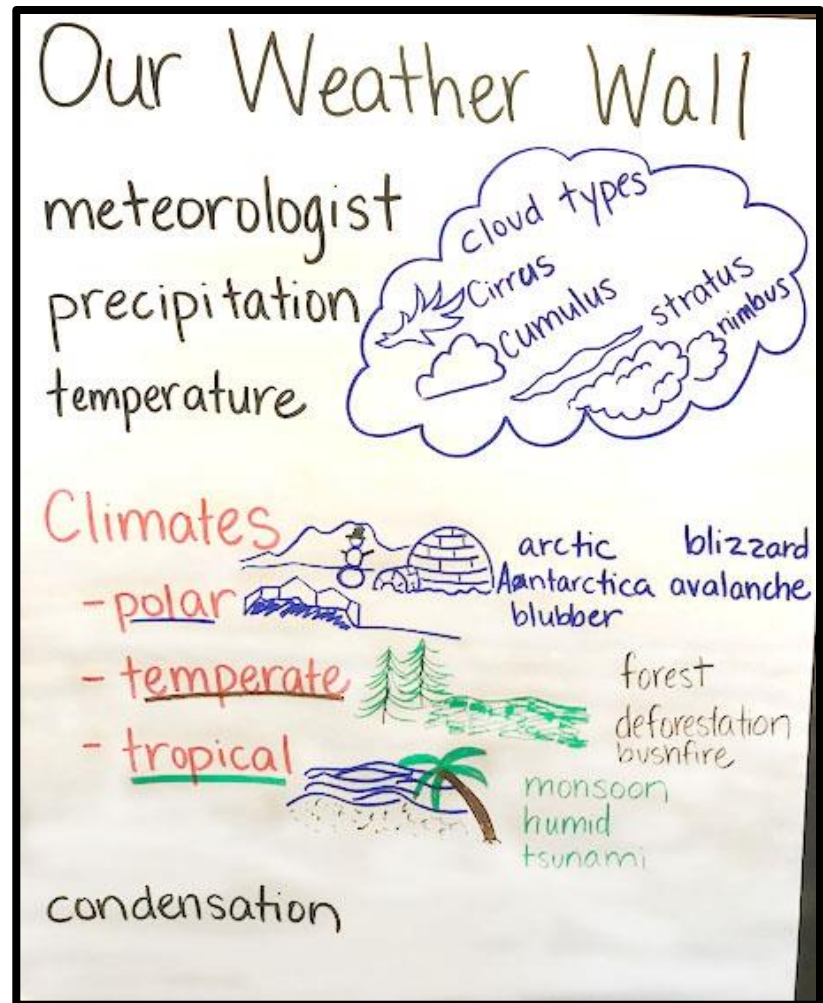
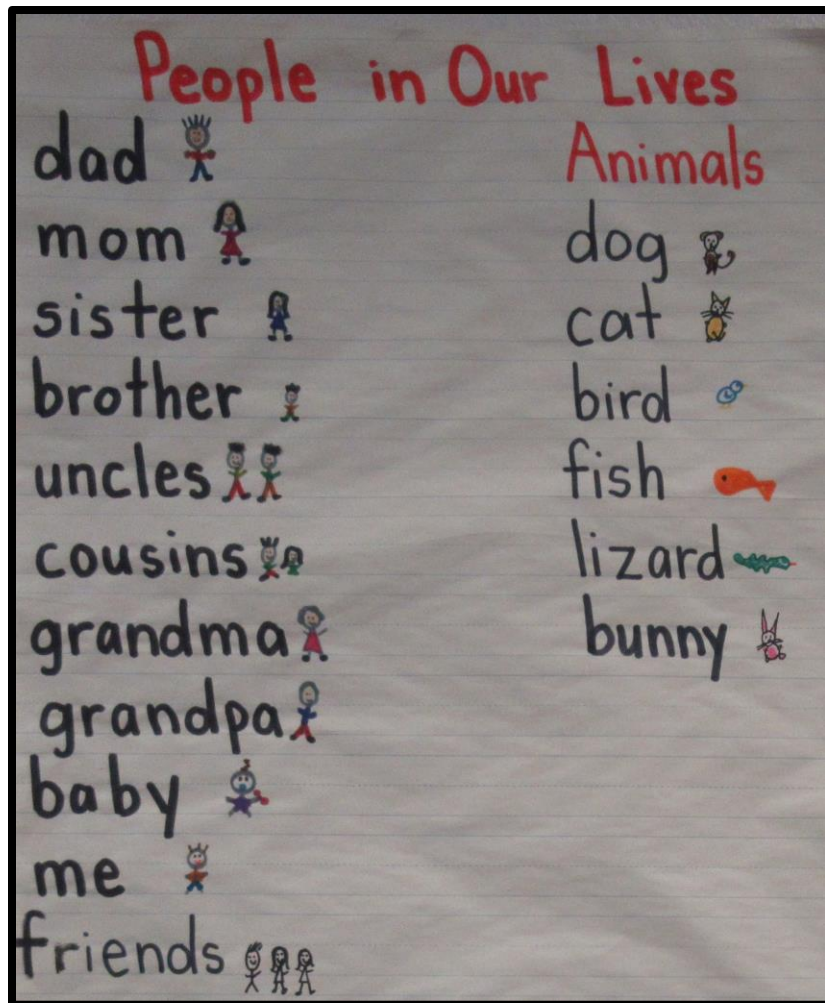


Alphabet and Consonant Cluster Charts

Alphabet Linking Chart			
abcd efg hijk lmnp qrst uv wx yz			
A a  apple	 ape	B b  bear	
C c  cat	 celery	D d  dog	E e  egg
		 ear	F f  fish
G g  gate	 giraffe	H h  hat	I i  iguana
		 ice cream	J j  jack-in-the-box
K k  kite	L l  leaf	M m  moon	N n  nest
O o  octopus	 ocean	P p  pig	Q q  queen
R r  ring			
S s  sun	T t  turtle	U u  umbrella	 unicorn
V v  vacuum			
W w  window	X x  x-ray	Y y  yo-yo	Z z  zipper

Consonant Cluster Linking Chart			
			bl  block
br  bridge	cl  cloud	cr  crib	dr  drum
fl  flag	fr  frog	gl  glasses	gr  grapes
pl  plug	pr  pretzel	sc  scarf	sk  skeleton
sl  slide	sm  smoke	sn  snake	sp  spoon
st  stamp	sw  swing	tr  truck	tw  twenty
ch  chair	sh  shovel	wh  whale	th  thumb

Word Anchor Charts



Word Study Charts

Sometimes when 2 vowels are beside each other, they can make a **NEW** sound. It is not a long vowel, short vowel, or r-controlled vowel sound.

oo
tooth
proof
pool
school
balloon
moon
too
smooth

oi **oy**
oil boy
coin toy
choice annoy
voice enjoy
noise destroy

oo **ou**
football should
good would
cook could
cookie
foot
shook
look
stood

Word Study

how many: one, two, 500, 2,000

What color: blue, red, purple, orange

the size: huge, enormous, big, small, medium-sized, tiny, gigantic

Adjectives

how something feels: smooth, warm, itchy, fluffy, rough, sharp, cold, soft, bumpy

how something sounds: loud, quiet, beautiful, graceful, peaceful, scary

how a noun looks: beautiful, graceful, pretty, light, mean, nice

how something behaves: silly, soft

Adjectives describe a noun!

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Designing and Utilizing a Print-Rich Environment

Classroom Environments

Teachers don't preplan and make attractive charts to decorate the room; our word walls and charts are *working documents* created by the teacher and children together...While the general plan and the principles repeat year after year, the charts reflect the unique thinking of any one group of children; the examples they discover, the order in which they produce them, the way they organize them.

Fountas & Pinnell, 1998

Classroom Environment Tour (Grade 1)

- As you watch the video look for evidence of foundational skills teaching that has been documented.
- Consider what parts of the environment were created with the students.

Discussion

- How do name charts, word walls, alphabet linking charts, etc. provide the potential to support the teaching and learning of foundational skills?
- What will it take to create an organized, print-rich environment that will support teaching and learning of the foundational skills in your schools?
- What are some materials or resources that classroom teachers in your buildings might want to add to their classroom environments?

Reflections

- Concluding Reflection
- Reflecting on Your Learning
- Planning for the Teaching of Foundational Skills
 - Self Assessment of Teaching of Foundational Skills
 - Foundational Skills Area of Focus Planning Sheet

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Break